



National Model United Nations • NY

Code: A

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: The Impact of Climate Change on World Heritage Sites

Sponsors: Federative Republic of Brazil, Islamic Republic of Iran, The Kingdom of Morocco, Sultanate of Oman, Islamic Republic of Pakistan, State of Qatar, Russian Federation, Socialist Republic of Viet Nam,

Signatories: Federal Republic of Germany, Republic of Lithuania, Republic of Lebanon, Republic of Mozambique, Republic of Paraguay, Saint Kitts and Nevis, Republic of South Africa, Republic of Sudan, Turkmenistan, United Kingdom of Great Britain and Northern Ireland

1 *The United Nation Educational, Scientific and Cultural Organization,*

2
3 *Considering* Article 27 of the Universal Declaration of Human Rights which promotes the right to freely participate
4 in the cultural life of the community as well as to enjoy and share the benefits of art,

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6 *Guided by* Sustainable Development Goal 11 and 13 which aim to make cities inclusive, safe, resilient, and
7 sustainable for all citizens which particularly relate to World Heritage Sites and combating the increasing effects of
8 climate change through greener initiatives such as efforts to reduce greenhouse gas emissions near World Heritage
9 Sites with eco-friendly practices and transportation and the implementation of hashtags for advocacy and awareness,

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11 *Bearing in mind* that World Heritage Sites are increasingly threatened with destruction, not only by the traditional
12 causes of decay, but also by the changing climate that aggravates and expedites phenomena of damage or
13 destruction with the unprecedented atmospheric variations occurring in the past 70 years,

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15 *Observing* the work of United Nations Institute for Training and Research (UNITAR) and their Green Development
16 and Climate Change Programme to provide learning methodology development, and knowledge-sharing,

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18 *Further acknowledging* the work done by the United Nations World Tourism Organization (UNWTO) in their
19 efforts to generate knowledge addressing the relationships between the tourism sector and climate change,

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21 *Reiterating* the UNESCO World Heritage and Tourism in a Changing Climate report that analyzed the climate
22 impact such as melting glaciers, rising seas effects, worsening droughts, and long wildfire seasons, on sites that hold
23 high tourism benefits,

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25 *Emphasizing the* UNESCO World Heritage Sustainable Tourism Kit in their efforts to offer direction and guidance
26 to world heritage tourism destinations to help identify the possible solutions as well as increasing knowledge for the
27 management of each destination,

28
29 *Noting* the importance of the mere-exposure effect in advertising, in order to maintain a high level of national
30 identity in regard to World Heritage Sites and their contribution to their country's culture, as well as the ability it has
31 to affect someone's level of interest in the preservation of World Heritage Sites,

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33 *Remembering* the efforts presented in both the UNESCO #Unite4Heritage campaigns and the #NoMeansNo
34 campaigns as examples of successful marketing frameworks applicable to raising public awareness about the
35 harmful effects that climate change poses to World Heritage sites,

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37 *Recognizing* General Assembly resolution 72/22 "Harmony in Nature" which promotes sustainable development
38 goals and General Assembly resolution 72/219 "Protection of global climate for present and future generations of
39 humankind" with the motive to protect national identity while promoting the Green Climate Fund,

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41 *Noting* the amount of CO₂ has increased by 62% since 1999 on a general basis, as formulated by the United Nation
42 Framework Convention on Climate Change (UNFCCC),

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44 1. *Endorses* the collaboration with UNITAR to further scientific research that target better understand the effects
45 of tourism and climate change on World Heritage Sites, as they will be focus Heritage Site an that are in critical
46 condition from the dire effects of climate change;
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48 2. *Proposes* the establishment of mobile training units within UNESCO's Sustainable Tourism Program, and in
49 consultation with an initial assessment done by UNITAR that would provide local citizens with expert and
50 concrete knowledge on the effects of climate change on selected world heritage sites- such as rising sea levels,
51 increased temperatures, changing landscapes, and extreme weather;
52
53 3. *Calls for* cooperation between UNWTO, UNESCO, and UNITAR within the framework of the World Heritage
54 Sustainable Tourism Toolkit, to provide local heritage site managers with the scientific knowledge necessary to
55 monitor and assess the condition of state conservation;
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57 4. *Suggests* Member States incentivize, according to their own national capacity, the use of tourist transportation
58 and private companies who take measures such as, but not limited to the use of eco-friendly vehicles that use
59 alternative transportation fuels such as propane, natural gas, methanol, ethanol, electricity and hydrogen;
60
61 5. *Encourages* the strengthening of partnerships between the public and private sector in order to develop cultural
62 tourism itineraries, and work with national corporations to raise public awareness of tourists regarding the
63 significance of the protection of World Heritage Sites, through measures such as:
64 a. Developing thematic tourism based on the Guide 5 of UNESCO World Heritage Sustainable
65 Tourism Toolkit which incorporates regional World Heritages into one cultural district;
66 b. Encouraging the UNWTO sponsored collaborations regarding sustainable tourism between
67 national governments and private corporations in ways such as:
68 i. Providing opportunities to Member States by increasing the publicity of
69 private corporations worldwide through introducing them specifically as a
70 green innovative corporation;
71 ii. Private corporations launching tourism programme, giving both
72 technological or administrative aids, to the national tourism organization
73 linked to sustainable development;
74
75 6. *Further encourages* Member States to promote public or alternative transportation in order to reduce
76 greenhouse gas emissions and their effects on World Heritage Sites in ways such as:
77 a. Implementing the double-shifting system which recommends the public to use public
78 transportations rather than private vehicles on alternative days within the radius of 10 kilometers
79 from World Heritage Sites;
80 b. Replacing petroleum-based vehicles into alternative ethanol-based vehicles for further decrease on
81 CO₂ emission;
82 c. Expanding the scope of eco-friendly travel routes which would be free of gas emissions within the
83 World Heritage Sites in ways such as;
84 i. Establishing travel programs that include cycling tours;
85 ii. Promoting tour buses to facilitate the tourists' mobility;
86 d. Promoting the use of buses as an alternative to private vehicles with the goal of having emissions
87 free public transportation by 2050;
88 e. Holding workshops with private transportation corporations in order to discuss incentives that
89 would motivate the private sector to adopt environmentally friendly measures, such as the usage of
90 eco-friendly vehicles that use alternative transportation fuels;
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92
93 7. *Promotes* the advertising of World Heritage Sites, focused primarily on marketing the advantages of
94 emission free practices with the goal of creating social media platforms by 2020 through:

- 95 a. Creating hashtags that work on all social media outlets such as Facebook and Twitter;
96 b. Creating video advertisements that promote the going green campaign;
97 c. Investing in marketing of new efforts such as hashtags and video advertisements on YouTube to
98 promote conversations about green initiatives;
99 d. Supporting the #MakeGreenChoices initiative;
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- 101 8. *Urges* Member States to expand educational initiatives within the UNESCO World Heritage Education
102 Programme, to include:
- 103 a. Educating children and teachers with technical skills training on the importance and preservation
104 of tangible world heritage (World Heritage Sites, Monuments, documents) and intangible world
105 heritage (traditional literature, songs and dances);
- 106 b. Continuing to support environmental-friendly practices to preserve cultural heritages, as stated in
107 the World Heritage in Young Hands Kit to primary and secondary youth by:
- 108 i. Interactive videos and audio lessons, accessible in different languages,
109 which connect cultural heritages that positively affect tourism and the
110 environment as well as peace and security;
- 111 ii. Technical training session that allow teachers to effectively be trained on
112 the link between World Heritage and the environment, identity, tourism to
113 ensure that students are getting educated on the universal benefits of
114 cultural heritages;
- 115
- 116 c. Expansion of World Heritage in Young Hands Kit to local communities through the Associated
117 Schools Project Network (ASPnet), which includes 5600 educational institution in 162
118 countries, utilizing the curriculum in order to better educate future populations on the effects of
119 climate change on World Heritage Sites;
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- 121 7. *Calls* for greater bilateral cooperation between Member States through both technology sharing, monetary
122 and co-sponsored advertising campaigns to emphasize cooperation between the environment and human
123 practices in relation to the World Heritage Sites while maintaining individuality between countries.
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